****

|  |  |
| --- | --- |
| **Instructor:** | **Pre-requisites:** |
| **Course Name:** | **Credit Hours:** |
| **Department:** | **Semester:** |
| **Office: Hours:** | **Meeting Days:** |
| **Email:** | **Meeting Times:** |
|  |  |
| **Teaching Assistant:** | **Email:** |

Note: This syllabus is meant to serve as an outline and guide for our course. Please note that I may modify it with reasonable notice to you. I may also modify the Course Schedule to accommodate the needs of our class. [Any changes will be announced in class and posted on Canvas under Announcements.]

****

**Course Summary**

[The summary should be from the course catalog; for courses that are special topics your department should approve the description. Here you should also indicate whether the course meets a GE requirement in a separate paragraph.]

**Course Objectives**

[Learning objectives should be phrased with active terminology. Ensure these learning outcomes map to course assessments, so you can measure student success in attaining these.]

By the end of this course, students will be able to:

• …[example] identify the six major components of…

• …

• …

• …

**Required Materials**

[List references for books and other materials for the course here.]

**Teaching and Learning Methods**

[Briefly list how you envision running this course. How will you teach this course – mostly lecture, discussions, exploring case studies, experiential learning, problem-based learning, etc.? How do you want students to be engaged? You might also insert a brief paragraph reflecting your teaching philosophy here.]

****

[If you are teaching a fully online course you can add your course expectations here. This section can be omitted if not teaching online.]

**Instructor Expectations**Your instructor is committed to the following expectations for this course:

* …example [The instructor will design the course to include lectures, readings materials, and assignments that will challenge students and will provide them with opportunities to learn and practice course content.]
* …example [Though this online course includes pre-recorded lectures, it is not a class that is run “automatically” by technology. The instructor and teaching assistants will interact with the class via announcements, virtual office hours, emails/the Canvas Inbox feature, feedback on assignments, and comments on lecture bulletin boards, among other methods.]
* …example [The instructor and teaching assistants will provide feedback on the assignments in a timely manner.]
* [insert]
* [insert]

**Student Expectations**The following is expected of all students in this class:

* …example [Students will log in to the course a minimum of 3 times per week.]
* …example [To do well in online courses, students must be self-motivated, organized, and willing to stay on top of their schedule. Students should take control of their learning while in this course.]
* …example [Students will engage with the course, students, and the instructor in a respectful and professional manner at all times.]
* [insert]
* [insert]

[The following 2 sections can be used in any course whether F2F, Hybrid or Online.]

**Course Engagement and Participation**

Class participation is an essential part of the learning process. Students are responsible for their learning and are required to actively participate in all components of the course. Students are expected to complete the readings, viewings, and assignments for each module. Open and critical discussion associated with the course material is welcomed and encouraged at all times.

**Netiquette**

Students are expected to follow the [core rules of netiquette](http://www.albion.com/netiquette/corerules.html) at all times while participating in the class, interacting with other students, and communicating with the course instructor and teaching assistants.



[Depending on your approach – percentages, numeric values, scale you will use, any details about curves, etc.]

|  |  |  |
| --- | --- | --- |
| [insert assignment] | [XX] points | [XX]% |
| [insert assignment] | [XX] points | [XX]% |
| [insert assignment] | [XX] points | [XX]% |
| TOTAL | [XX] points | [XX]% |

**Assignments**

[You can provide entire summary/details of assignments here or provide brief overview and elaborate in class, on handouts, or in Canvas.]

[insert assignment information]

[insert assignment information]

[insert assignment information]

**Grading Scheme**

|  |  |  |
| --- | --- | --- |
| **A**  100%-94% | **A-** 93.9%-90% |  |
| **B+** 89.9%-87% | **B** 86.9%-84% | **B-** 83.9%-80% |
| **C+** 79.9% - 77% | **C** 76.9%-74% | **C-** 73.9%-70% |
| **D+** 69.9%-67% | **D** 66.9%-64% | **D-** 63.9%-60% |
| **E** 59.9%-0% |  |  |

**Course Schedule**

[List the agenda for the semester including when and where the final exam will be held.]

|  |  |  |
| --- | --- | --- |
| **Date** | **Topic/Discussion** | **Reading** |
| ***Week 1*** |  |  |
| ***Week 2*** |  |  |
| ***Week 3*** |  |  |
| ***Week 4*** |  |  |
| ***Week 5*** |  |  |
| ***Week 6*** |  |  |
| ***Week 7*** |  |  |
| ***Week 8*** |  |  |
| ***Week 9*** |  |  |
| ***Week 10*** |  |  |
| ***Week 11*** |  |  |
| ***Week 12*** |  |  |
| ***Week 13*** |  |  |
| ***Week 14*** |  |  |
| ***Week 15*** |  |  |
| ***Week 16*** |  |  |
| ***Finals Week*** |  |  |

****

[Policies vary from course to course; here are some possible categories. Also, this can address faculty and student responsibilities – so you can add expectations about work outside of class, your grading turnaround time, etc. – general expectations for instructor and students. There may also be departmental policies. Please add those here.]

**Attendance & Participation**Regular attendance and participation at all class meetings are expected. In the event of absence, students should consult with peers and online class resources to fill in any material and notes they have missed. Except in the rare cases of sudden illness or emergency (excused with documentation), students are expected to arrange with the instructors to submit assignments in advance of a planned absence.

**Canvas**

[This is a perfect place to let your students know the course uses Canvas, what tools and getting help.]

Problems with Canvas? Contact 24/7 Canvas Support by clicking the Help button located on the left-side global navigation.

**Communication**[This is a perfect place to let your students know when they can expect to hear back about grades or if they email you, how long before you respond.]

**Late Assignments**

[Great place to put in your late policy for turning in assignments.]

**Electronic Devices in Class**

[Optional. Change wording to fit your course needs.]

Texting, using social media, and internet surfing are inappropriate during class. Use of laptop computers or other electronic devices is allowed for activities relevant to the course material.

**Food & Drink**

[insert content]

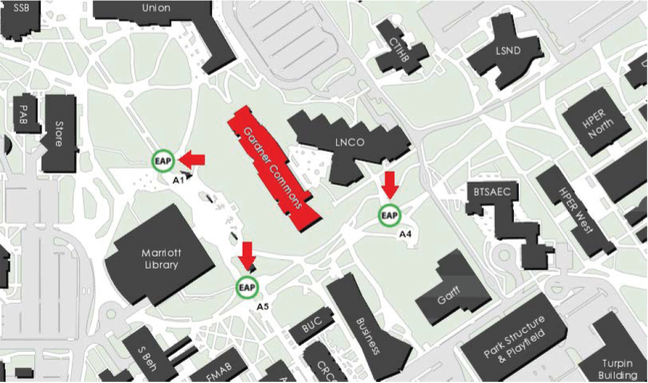
****

1. ***The Americans with Disabilities Act***. The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, (801) 581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability Services.
   1. ***Accommodation Policy (see Section Q):*** <http://regulations.utah.edu/academics/6-100.php>
2. ***Addressing Sexual Misconduct***. Title IX makes it clear that violence and harassment based on sex and gender (which Includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran’s status or genetic information.  If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066.  For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776.  To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).
3. ***Drop/Withdrawal****.* Students may drop a course within the first two weeks of a given semester without any penalties. Students may officially withdraw (W) from a class or all classes after the drop deadline through the midpoint of a course. A “W” grade is recorded on the transcript and appropriate tuition/fees are assessed. The grade “W” is not used in calculating the student’s GPA. See the [Academic Calendar](https://registrar.utah.edu/academic-calendars/index.php) for the last day to withdraw from term, first and second session classes.
   1. ***Deadlines for courses with irregular start and end dates policy.*** *<https://registrar.utah.edu/handbook/miscellaneous.php>*
4. ***Plagiarism/Cheating.*** It is assumed that all work submitted to your instructor is your own work. When you have used ideas of others, you must properly indicate that you have done so. Plagiarism and cheating are serious offenses and may be punished by failure on an individual assignment, and/or failure in the course. Academic misconduct, according to the University of Utah Student Code, “*includes, but is not limited to, cheating, misrepresenting one’s work, inappropriately collaborating, plagiarism, and fabrication or falsification of information…It also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of academic misconduct.”* For detailed definitions and possible sanctions please see the **Student Code** below. <http://regulations.utah.edu/academics/6-400.php>
5. ***Wellness Statement****.*Your personal health and wellness are essential to your success as a student. Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student’s ability to success and thrive in this course and at the University of Utah. Please speak with the instructor or TA before issues become problems. And, for helpful resources, contact the Center for Student wellness at [www.wellness.utah.edu](http://www.wellness.utah.edu) or 801-581-7776.
6. ***Veterans Support Center****.*The Veterans Support Center is a “one stop shop” for student veterans to find services, support, advocacy, and camaraderie. They are located in the Park Building Room 201. You can visit their website for more information about their services and support at <http://veteranscenter.utah.edu>.
7. ***LGBT Resource Center****.*The University of Utah has an LGBT Resource Center on campus. They are located in Room 409 of the Olpin Union Building. Hours: M-F 8-5pm. You can visit their website to find more information about the support they can offer, a list of events through the center and links to additional resources: <http://lgbt.utah.edu>.
8. ***Learners of English as an Additional/Second Language****.*If you are an English language learner, please be aware of several resources on campus that will support you with your language and writing development. These resources include: the Writing Center (<http://writingcenter.utah.edu>); the Writing Program (<http://writing-program.utah.edu>); the English Language Institute (<http://continue.utah.edu/eli>).
9. Please let us know if there is any additional support you would like to discuss for this class.

------------------------

*As the only institution in the state classified in the highest research category (R1), at the University of Utah you will have access to state-of-the-art research facilities and be able to be part of the knowledge creation process. You will have the opportunity to do research of your own with faculty who are leading experts in their field, engaging in programs that match your research interests. Further, you will interact with and often take classes with graduate students that provide an advanced understanding of the knowledge in your field.*



****

|  |  |  |  |
| --- | --- | --- | --- |
|  | | **BUILDING EVACUATION**  EAP (Emergency Assembly Point) – When you receive a notification to evacuate the building either by campus text alert system or by building fire alarm, please follow your instructor in an orderly fashion to the EAP marked on the map below. Once everyone is at the EAP, you will receive further instructions from Emergency Management personnel. You can also look up the EAP for any building you may be in on campus at <http://emergencymanagement.utah.edu/eap> | |
|  | **CAMPUS RESOURCES**  **U Heads Up App:** There’s an app for that. Download the app on your smartphone at <http://alert.utah.edu/headsup> to access the following resources:   * **Emergency Response Guide:** Provides instructions on how to handle any type of emergency, such as earthquake, utility failure, fire, active shooter, etc. Flip charts with this information are also available around campus. * **See Something, Say Something:** Report unsafe or hazardous conditions on campus if you see a life threatening or emergency situation, please call 911! * **Safety Escorts:** For students who are on campus at night or passed business hours and would like an escort to your care, please call 801-585-2677. You can a call 24/7 and a security officer will be sent to walk with you or give you a ride to your desired on-campus location. | |